THE JOURNAL OF EDUCATION

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As we go to press . . .

Our thoughts are on the exhilarating nature of our job—the communication of ideas. It always gives one a thrill to be at a central point in the dissemination of news or information. Even the village gossip enjoys being the first to learn of something that can be passed along to neighbors, often with imaginary touches. As editors of a professional organ we have less elasticity concerning facts, but we still take pleasure in gathering and sifting the news, writing the captions, and exercising what judgment we possess as to materials we should publish. Our basis of selection is difficult to define. There is a certain tone and flavor to any magazine that makes some people like it and others cast it aside. It is what you may call the personality of a publication, and it defies all efforts to pin it down precisely. Apart from this elusive quality which makes an editor seem arbitrary and perhaps notional in his rejection of certain manuscripts and inclusion of others, there are a few criteria that can be stated. Thus in our own case we welcome contributions that are original, constructive and clearly expressed—writing that has a point to make and makes it without waste of words. We ask ourselves first of all whether any one will trouble to read this. If he does, will it add to his stock in trade as an educator? Will it deepen his understanding, help him with his problems? Has it both matter and energy?

If all this discourages some of you who might otherwise like to cast an essay into the Journal's pool of theory and experience, we beg of you not to draw back too timidly. Accept the challenge. You have much to gain from the attempt to put your thoughts on paper. Others who have done this testify to the internal benefits thus produced. And if you do succeed you share the joy we started to tell you about in the upstairs portion of this foreword.

In short—don't wait until you are drafted to write something for your fellow readers. Volunteer!

Your Textbook Reporter

Using Latin

New Latin books are *aves rarae* in the sky above this reviewing stand, but behold one today with *Using Latin* painted on its front—a name to disarm all would-be detractors promptly. Surely it is no dead language when you're using it.

Here then is a text with up-to-date charm, dealing in fresh ways with a very old subject. The purpose is to provide either an introductory or a terminal one-year course. Grammar, pronunciation and vocabulary are injected slowly at the start, but are continually interwoven with stories and other interesting material. There is frequent, one might say incessant, attention to English words from Latin sources, so that the learner's vocabulary grows in two directions at once. Every few lessons the student stops to clinch previous lessons. English grammar begins to make sense in the light of its Latin counterpart. Translations, too, are intended to make sense, as the student is warned to choose the word that fits rather than the first one met with. First year Latin will always be stronger meat than certain digestions can assimilate, but more of them will be encouraged to bite away at the language if it is presented on a silver fork of modern design, or so we imagine, and *Using Latin* does tease the teeth. At the same time, one finds essential calories of paradigm and syntax down to but not including gerunds and gerundives or the subjunctive mood. What bony fish are thus preserved on ice for later mastication!

USING LATIN. Scott, Horn and Gummere. Scott, Foresman and Company, Chicago. $2.40.

The World, Its Lands and Peoples

For a new slant on global geography, suppose we look at *The World, Its Lands and Peoples*. Imagine ourselves in our early teens again, eager to learn what life is all about. Along comes geography. We hope it isn't the same old stuff. Egad, it isn't. The thing that is new is the way of looking at the earth as divided into ten climatic regions, ranging from wet forest jungles to polar areas. These ten regions—each of which may appear in several continents—make reasonable spring boards for discovering how various people live, what they can do to improve conditions, and how in general mankind is influenced by climate and other factors in his physical surroundings. The text is fully and attractively illustrated with maps and other paraphernalia, and the writing seems not to present any needless difficulties. The manner of treatment and the interspersed questions might even induce some of us youngsters to turn off our dreams now and then and actually think. Not for long, of course. But Mother dear, what do you expect? It is only a book to study behind, and not Superman. And Mother, if she is wise, replies that there is a lot of Superman in any good geography, even without using the one to conceal the other.

THE WORLD, ITS LANDS AND PEOPLES. Zoe A. Thralls. Harcourt, Brace and Company, New York. $3.40.

Living on Our Earth

Wait till Moscow sees the title of this new geography—*Living on Our Earth*. Then listen for more charges of imperialism. After which more denials and explanations from Washington.

Discounting such international complications as purely and no doubt poorly facetious, we find here a third book in the Whipple-James series—a book with transition from a simple and primitive to a complex type of living as its central theme. Eight early chapters describe the ways of Indians, Eskimos and similar peoples. Next comes an extensive summary and comparison in which a variety of geographic concepts are developed. There follow two chapters on China and Japan, illustrating slow and rapid changes of national customs. The volume ends with a look at trade and transportation by which men improve their lot faster than by plowing it. Plenty of pictures, special maps and thought-questions add attractiveness and put more graphic in geographic. This appears to be a world geography based on sampling. Being unable to tell everything anyway, it tries to make what it does tell telling.

LIVING ON OUR EARTH. Whipple and James. The Macmillan Company, New York. $2.40.

Health in Your Daily Living

High schools that offer a straight course in personal and social hygiene may well be interested in *Health in Your Daily Living* by Rathbone, Bacon and Keene. This is a textbook rather than a reader, but by no means dull and unreadable. Most young people care about looks and the authors have utilized this fact to motivate some of the early chapters.

Naturally the looks that are emphasized proceed from a sound body and a mind that is likewise in good order. The whole business of keeping fit as a fiddle is expounded amid a panorama of pictures and charts that lend special point to the book's message. The reading matter is clear and explicit, and makes use of incidents and cases to enforce the lessons. While of course it is not a doctor's book, the information to be gleaned from it should save many a bill for professional services. Yet the keynote is not negative but positive. Eat properly; get plenty of fresh air and exercise; participate in the health concerns of your family and the larger community—such are the injuctions of this work. Incidentally, it treats young people with respect instead of trying to be palsy-walsy with them.

HEALTH IN YOUR DAILY LIVING. Rathbone, Bacon and Keene. Houghton Mifflin Company, Boston. $2.96.

The Rural Community and Its School

Taking her study of Chautauqua County, New York, as a starting point, the author of *The Rural Community and its School* develops a sort of super plan for education wherever similar conditions exist. Apparently the rural schools resemble an old farm house that began very simply and has been extended here and there as necessity dictated. Dr. Fox recommends a more comprehensive and realistic solution. She would have scores of agencies now engaged in piecemeal planning brought together with a view to a more purposeful and coordinated effort to make the rural community live up to its possibilities. The schools, as both a result and an instrument, should become less abstract and intellectually remote, more closely interwoven with the everyday affairs of home and farm and urban occupations. The author's concept of a functional school is not altogether new and original, but has been gathering momentum in the thoughts of educators and sociologists for thirty years or more. What it lacks is a larger number of experimental centers and a more general translation into practice. While the author wants the program, not to throw history overboard and would prob-

ably spare a little time for English as an essential means of communication, her argument runs much more to the vocational and practical—a curriculum closely geared to making a living, improving the soil, learning to utilize resources and agencies for individual and community fulfilment. It is as if she admonished: "Don't just muddle along. Get together and plan what you really want and need." Wise and able leadership aplenty will be required to carry all this through over the heads of those who like the old ways better.

THE RURAL COMMUNITY AND ITS SCHOOLS. Lorene K. Fox. King's Crown Press (Columbia), New York. $3.25.

Home Run Hitters

Stand still, little books, and let us take your measures. You admit that you are arithmetic texts—books five and six of *Adventures with Numbers*. But you call yourselves *Home Run Hitters* and *Cage Champions*, as if you dealt with certain games. You have us puzzled.

We should have recalled such earlier members of this series, as *Busy Beavers* and *Range Finders*. Had we done so, we should understand the pattern. The games are used to waken interest, induce effort and, most subtly of all, show both good and less good players they can help the team to victory. Your authors term it motivation and it looks from here to have been applied neatly, not overworked.

Yet you are to be judged even more by your handling of numerical concepts and methods. Do you explain each new step clearly? Do you make for orderly progress without gaps to jump or underbrush to be disentangled by some teacher half lost herself? And do your problems relate themselves to the pupil's world or to some vague hereafter?

Here again, we see signs of conscientious and intelligent planning.

Be quiet, little books or we shall be unable to write our piece about you.

HOME RUN HITTERS, CAGE CHAMPIONS. Osborn and Riefling. Webster Publishing Company, St. Louis, Missouri.

Dumbo of the Circus

Comes another of the Walt Disney Story Books: *Dumbo of the Circus*. Dumbo, as you may know, is a baby elephant adored by his mother, abused by some of his fellow animals, befriended by Timothy, the circus mouse, who tells Dumbo to use his big ears for wings. This he does with a degree of success only possible in a Disney film or book. Dumbo is offered as reading bait for children in and around grade two. Illustrations are by the Disney cartoonists. Dumbo is in the same series with *Donald Duck Visits South America* which came out last year.

DUMBO OF THE CIRCUS. Dorothy Baruch. D. C. Heath and Company, Boston. $1.12.

Some Figures On Textbooks

Efforts made fifty years or so ago to form a textbook trust were not successful. Today nearly a hundred different firms hotly compete in the production of better and better books for classroom use. Figures recently compiled for 1947 showed an estimated volume of sales for the entire industry of 131 million dollars. Of this amount, 75 millions went for elementary and secondary school texts. The remainder was spent for books used in colleges.

That competition kept down prices is indicated by the fact that the costs of textbook manufacture mounted faster than did sales prices. Production costs absorbed four cents more of the average publisher's sales dollar than the year before, and he made less profit.

Schools that met with delays in getting their orders filled in 1947 should have better luck this year. Why? Because publishers put extra energy into building up their stock piles last year. They consumed 20 percent more book paper than the year before. One reason they consumed more was that wartime stringencies were relaxed and more was available. Incidentally, textbooks took only three percent of the book paper produced by American paper mills, even last year.

The average textbook investment per child, whether in public or private school, for the nation as a whole was only $2.49, or 29 cents more than in the previous year. The 1947 average ranged from $1.34 per year per pupil in one of the poorer states to $3.66 per ditto in one of the wealthier states.

How do these averages compare with the corresponding figures for your schools? If the latter figure is well above the national average and up around the highest state average, you are to be congratulated. Someone in your locality knows a good investment.

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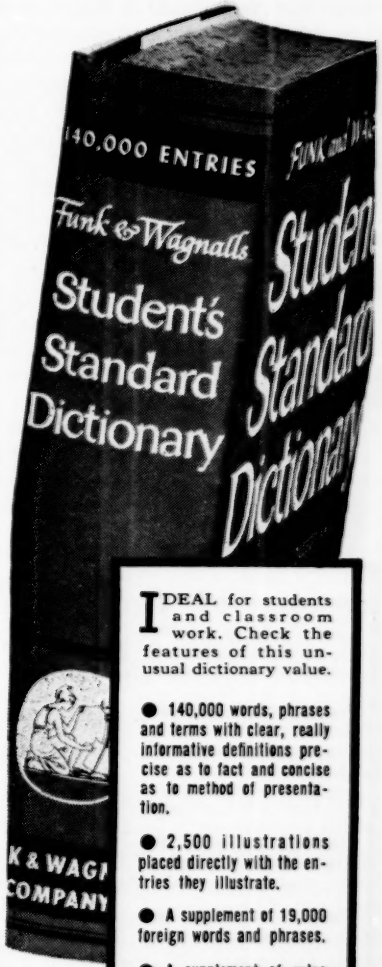

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XUM

EDITORIALS

Unesco's Big Job

Mr. Herbert Read, eminent British critic, has ventured a none-too-complimentary opinion of the program so far mapped by the the United Nations Educational, Scientific and Cultural Organization — that is, UNESCO. Fortunately, the organization was willing to release the critic's letter, which it did in UNESCO Courier of June, '48, the editor remarking that he thought Mr. Read considerably mistaken.

The substance of the Read letter is that UNESCO's announced projects are superficial, based on distributing cultural patterns already in existence instead of working out new and better ones. Thus UNESCO proposes to translate literary classics into many languages, to liberalize copyright laws the world over, and to have an international theater to let people everywhere enjoy great drama.

After all, there is nothing very creative about such a program. Mr. Read wants to see an international center for experiments in education. Certainly this might be more fruitful than merely passing around the ready-made methods and apparatus bearing the stamp of majority approval in the foremost countries at the moment.

Apparently Mr. Read has given UNESCO and all of us something to think about as we grope our way toward cultural integrity and betterment throughout the world.

Lessons of the Times

Now is the time for all good men to come to the aid of of a bewildered public. A national political campaign is rushing to its bitter end. Next month will be too late. Laryngitis will then be holding political oratory down to written explanations of why the elections went the way they did.

But right now the teacher of English or social studies has his best chance in four years to teach analysis of propaganda. He can find ample illustrations of arguments that dodge each other without ever meeting head on. He can point out clashes due to vagueness of definition. He can show words that carry concealed weapons and other words that cunningly compliment a policy, a party or a person.

A bipartisan foreign policy has become partisan, so that each side can blame the other for what is wrong. The fact that we have a President of one party and a Congress of another has greatly facilitated passing the buck. There is disagreement over so factual a matter as the condition of the national treasury, depending on who interprets the bookkeeping. We have to weigh the intelligence of the respective candidates. We have to determine where a President serves as President and where he turns to winning victory for his party. We have to surmise how well certain men would meet situations and emergencies they have never met before. We need to measure integrity by analyzing utterances and acts that are favorably presented by one set of men and unfavorably by another set. There is need for digging into the records. There is need for balancing this and that. Did the Eightieth Congress accomplish as much as the Republicans claim it did or as little as its enemies assert? Would the Republicans accomplish more or less if given undivided responsibility? Has Mr. Truman continued the policies of Mr. Roosevelt or cast them aside to render lip service only? And if he has been loyal to FDR, does that prove him the better candidate or the worse?

Such are the elements that ought to be considered with cool heads in the midst of campaign heat.

This time there are additional parties in the field — parties of revolt. What do these represent? How does what they say compare with what they would do if raised to power?

Can a teacher so far free himself from prejudice as to lead such studies with an open mind and avoid explosions in the classrooms and the community? It won't be easy. But perhaps he can do something — make a beginning of showing what the problem is and how the individual citizen should go about deciding how to vote.

Making News Understandable

One or two graduate students at Ohio State have been trying to find out how well or badly newspaper writers and radio newscasters succeed in putting their reports across to their audiences. Not so well as they think they do, seems to be the answer — and this answer came from tests made upon college students, supposedly above average in ability to attend and comprehend.

While the gentlemen of press and airwaves are taking this discovery to heart and simplifying their messages, won't some one undertake a similar study of so-called news releases and radio commercials? Our guess is that not one news release in a hundred gets beyond the editor's wastebasket. Hence the public is fairly well protected from the detailed verbiage of this mail-cluttering stuff.

Radio commercials are something else again. There can be little question of their clarity. They say the same thing over and over and over in the same simple words that any child can understand, save for certain intended obscurities, like the use of vague comparatives and exaggerated claims designed to make the listener expect miracles the moment he has bought the touted article.

Especially offensive to the ears of listeners must be the advertising plug that promises "news" of great interest to the public, only to follow with the same old information in the same old words that have insulted the general intelligence a hundred times already. What pain this sort of interruption must cause to a news announcer really dealing with what is hot off the wires and bursting to be told.

Going back to news itself, we may add that the fellow who doesn't catch it the first time around still has a dozen chances of hearing it again if he sticks by the loudspeaker. The only exception is the little item that he really wants to remember. Once only does it come, and that time some one slammed a door or the announcer mumbled.

By and large the newsmen do a pretty good job of it. Instead of having them simplify their sentences, suppose we provide them with audiences better equipped to grasp their statements. Won't that be better?

Thesis Trouble

A friend of ours almost didn't receive his master's degree from an overcrowded eastern university the past summer, and this is how it happened. He had completed his work in residence and moved out west. His thesis, prepared on the basis of infrequent conferences in person and by mail, was in trouble, lying in the registrar's office. Finally he sent an interested relative to see what could be done. The registrar's secretary said the signatures of readers were missing. Besides, there were mistakes to be corrected. She pointed to the words, "What is ment by gole?" as a glaring example of careless typing.

The envoy then visited the professor sponsoring the thesis. While he was courteous and offered to have his own secretary make the needful corrections and additions, he also indicated with his finger the same misspelled words.

It transpired later that the writer of the thesis was giving a quotation from a paper by a student oaf or goon and the unusual spelling was exact and accurate for what it was. Candidates for advanced degrees had been cautioned against mistakes in quoting.

The occurrence merely illustrates once more how superficially those theses, so painfully composed, are examined by the people who assume to pass upon their merits.

The thesis must show the names of its readers. Doesn't this imply that those readers must actually read it? We should think so.

"Attention, Scholars!"

What has happened to the word *scholar*? We rarely use it nowadays to mean just anybody who goes to school. *Pupil* or *learner* — on the upper levels *student* — are the terms most often met.

Scholar appears to have been promoted. It marks the student or learner of distinction. It is the chap who holds a scholarship — presumably for excellence in studies, though athletic scholarships are not unheard of.

The kindred word *scholastic* has lost its medieval connection with scholasticism and the scholastics, — and now has something to do with secondary schools as distinguished from *collegiate*. Everyone knows that an interscholastic debate or track meet is one between high schools.

In some circles a scholar, even today, may be any person who can read and write and possibly do simple figures.

But to be a real scholar, one must be scholarly.

Instead of "Attention, scholars!" the modern schoolmaster — presumably a schoolmistress or Miss Somebody — avoids the tone of command and, if a collective noun is required in place of Johnny, Tommy and Janey, exclaims, "Oh, class!"

As for scholarship as an abstract quality possessed by certain individuals, it isn't so up in the public esteem as perchance it once was.

Incidentally, was it Emerson who began dressing the scholar in tail coat, high hat and spectacles? If so, he robbed the school room of a synonym it ill could spare.

Character and Gambling

Educators are rightly concerned with the development of character. Yet there is one form of character laxity about which most of them do nothing. We refer to gambling.

If our people are not rapidly becoming a nation of gamblers, as perhaps they are, it is not from any absence of temptations. Betting on horse and dog races has been legalized in many of the states. In addition many gambling machines are operated illegally at the rear of stores our children are allowed to visit. Bank nights and beano games flourish unchecked in many localities. Some religious organizations do not scruple to operate raffles or to offer automobiles as prizes to augment the sale of tickets. Tipster sheets are freely circulated and widely read. Sweepstake winners are announced in bold headlines in the daily press. Bookies pursue their forbidden trade under the eyes of the police in uncounted cities. And radio stations, licensed by the same government that prohibits lotteries to use the mails, hold millions spellbound over the chance of huge unearned awards for answering some stupid question or sitting at the telephone on the one-in-a-million chance their number will be called. Today even the phone book tells fortunes and spreads disappointments.

Maybe no way can be found to prevent the stacking of electric stoves on refrigerators on model homes to be given to some startled contestant who has paid no money for the opportunity and has exhibited mental prowess by naming the capital of Georgia or identifying the mystery voice. But what about those box tops? Millions of dupes are induced to buy merchandise on the slender chance that their letter or ending of a limerick will be judged one of the best, when who knows it will ever be looked at? Shall we require the reading to be policed and the judges to meet certain standards? Or should that whole disgusting method of selling on false pretences be driven from the air waves by lawful means?

It is hard to teach boys and girls that gambling is demoralizing, essentially dishonest and economically unsound and unsafe while half the adults of their acquaintance play for keeps and are happy to clean out a friend at bridge or poker.

XUM

DON'T *THEY* KNOW HOW TO READ?

RUTH STRANG
Teachers College, Columbia University
New York City

ONE DAY when I was visiting a first-grade class, several children came up to talk with me.

"What do you do?" one of them asked.

"I teach at the college up the hill," I told them.

"What do you teach?" they asked.

"Reading," I said.

"Can't *they* read?" said one child, wonderingly.

That was the general attitude toward the improvement of reading not much more than ten years ago. That attitude has changed. Now the best colleges in the country have programs for the improvement of reading — Smith, Harvard, Yale, Dartmouth, University of Chicago, Columbia. Adult groups of able people are taking courses in reading — the improvement of the reading process as well as the "Great Books" program. For example, one group organized in a large city included in its membership an editor, a Ph.D. in home economics, a surgeon, an atom bomb expert, an army hospital superintendent, and other prominent persons. Obviously, students are in good company when they join classes in reading.

This interest in learning to read better is attributable to many causes. Among these are the demands of most vocations for reading ability. Reading is also a leisure activity. Increase in voluntary reading is indicated by the large sale of newspapers, magazines, and books. The group of serious readers seems to be growing, if we can judge from the large numbers of "Great Books" reading groups and reading projects like the one on atomic energy, sponsored by a Baltimore library. Despite, or perhaps because, of the promotion of other avenues of communication, reading is still a highly important way of learning.

To be sure, there is another side of the picture — the too exclusive reading of a poor type of comic by hordes of youngsters, the decline in voluntary reading during high school and college years, the serious retardation of a large proportion of pupils in junior high schools, and the failure of high school and college students to complete their assignments because of poor reading and study skills.

Let us briefly analyze this reading process which we say can be improved. Reading is first of all a visual task. To read efficiently, the person must be able to see clearly without discomfort printed words. Improvement in reading has taken place when visual defects were corrected. Two college girls were referred to the Dartmouth eye clinic because of symytoms of eyestrain and visual fatigue. Both were found to have aniseikonia, an eye defect in which the images formed on the retina of the two eyes are unequal in size or shape. Both students obtained glasses to correct the defect. In one case the correction of the visual difficulty seemed to have little effect on the student's reading; in the other case there was immediate marked improvement. In many instances, students read better when visual defects are corrected.

Reading also involves the perception and recognition of words and phrases. Renshaw[1] has reported improvement in reading following a period of training in the quick perception of words and phrases. Improvement has been reported when devices for increasing the student's span of recognition, such as the metronoscope and the Harvard Reading Films have been used. Very good results have also been obtained with wide reading of easy, interesting material — the best way of improving eye movements and fluency of reading.

Reading involves interpretation of meaning — semantics. Students' comprehension can be improved by skillful study of the meaning of words in their context, getting back to the sense meaning of the word, and recognizing the variation in objects, actions, and ideas a single word may symbolize.

"Reading is reasoning." It involves a complex process of weighing the relative importance of ideas and seeing relationships between them. Improvement in getting the author's pattern of thought, in which so many students are deficient, can be obtained through practice and instruction. The analysis of different types of paragraphs, sentence by sentence, showing what each contributes to the main idea of the paragraph, is a helpful kind of practice. Sketching the structure of different kinds of paragraphs — the topic sentence followed by an illustration, the topic sentence further built up with relevant details, the paragraph presenting a contrasting point of view introduced by *but, nevertheless, on the other hand*, helps the student to grasp the thought more quickly and accurately. The analysis of proverbs, propaganda analysis, and other exercises in critical thinking result in improvement of precise reading.

Improvement in the student's ability to communicate is an important part of instruction in reading. For example, in an individual case, the

[1] Samuel Renshaw, "The Visual Perception and Reproduction of Forms by Tachistoscopic Methods," *Journal of Psychology*, XX (July, 1945), 217-32.

rst response to the question "What did the author say?" was inadequate and inaccurate. After the student had compared his method of reading with methods used by more successful readers, he wrote a much better summary on a second similar passage. The third passage was read and summarized still better.

Reading is part of the individual's total development; it is an expression of his individuality. Improvement often results when emotional conflicts are resolved and when the individual's concept of himself becomes more positive and hopeful. Seriously disturbed students may not be accessible to reading instruction until some of their personality difficulties have cleared up. On the other hand, success in reading may aid adjustment in other aspects of one's life.

There are three kinds of evidence that improvement is possible — evidence from control group experiments, evaluation of various programs and procedures without control groups, and "testimonials." . . . Taken together these are quite convincing that marked improvement can and does take place.

Improvement in reading in its best sense will be achieved if the teacher of reading is guided by the following concepts and principles:

1. Reading is a lifetime process.
2. Everyone has unrealized reading potentialities.
3. A retarded reader is one who has not realized his reading potentialities.
4. Teachers should be interested in students' personal development through reading as well as in their reading development.
5. Reading difficulties have multiple causation; they arise out of many different kinds of situations.
6. The student's concept of himself is an important factor in his reading achievement.
7. The special reading class or reading center should have an atmosphere of students' succeeding in increasing their reading efficiency and extending their reading interests.

—From an address in the All College Lecture and Discussion Series at Teachers College, summer session.

ANDOVER'S FUESS STEPS DOWN

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"CLAUDE, you *are* homely, but you may do well," said Claude Moore Fuess's mother, looking at him earnestly. The time was forty-seven years ago, the scene, the gate of his home in Waterville, New York; his destination, Amherst College. Now, as he steps down from the headmastership of Phillips Academy, after forty years of service to the school and fifteen as its head, Andover's Fuess may well feel that he has more than justified his mother's cautious prediction.

Bald, stocky and of medium height, with an expressive, mobile face, Fuess is an immaculate, even finicky dresser, who clings tenaciously to stiff collars. His picture, which appeared beside that of Exeter's Lewis Perry in a national magazine a dozen years ago, once won a recruit for Andover's student body. A business man who had been hesitating between Phillips Academy and its sister school in New Hampshire, Phillips Exeter, made up his mind as he compared the two pictures. "Son," he declared, "I'm going to send you to Andover. This man 'Fuss' has a kinder face."

Claude Moore Fuess saw his job, during the period from 1933 to 1948, complicated by world-wide depression and by the Second World War. Typically impatient with fumbling and red tape, he met the school's problems squarely and energetically, and his leadership set a pattern which many other educators followed.

Fuess is no back-slapper. His genuine warmth and kindness of heart have not always been seen by the seven hundred and fifty boys who sat before him in the auditorium of George Washington Hall. He believes that administrative policy should further the best interests of the student body as a whole, whether individuals like it or not. He cannot pretend an interest which he does not feel; on the golf course, however, he does share the boys' enthusiasm. While he freely admits that golf professionals look away in agony when he takes a cut at the ball, Fuess played on the faculty team which has more than once trounced the boys in their annual match.

Few students ever hear of the many ways in which his sympathy and understanding have been of immediate help to their fellows. Nevertheless, more than one boy has been provided with badly needed assistance from the Headmaster's pocket. A fellow-headmaster, who has known him long and intimately, said that Fuess has often worked day and night to protect boys who get into trouble, but always from behind the scenes, without publicizing his efforts.

Fuess was at times criticized for not taking more direct personal charge of the school and for devoting too much time and energy to speaking engagements, cross-country trips to talk with alumni, and to professional interests outside the school. He felt, however, that Phillips Academy's long-held position of leadership in American secondary education conferred an obligation on its head to represent it before professional meetings and conferences and before the public at large, and therefore delegated many internal responsibilities and duties to other administrative officers.

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With a keen and alert mind, which is quick to brush aside trivia, Fuess acts swiftly. He is a lightning reader, who can extract the essentials from a page of print while the average reader is still on the first sentence. This skill has been helpful to him in one of his favorite hobbies, book-reviewing; his reviews have been regular features in a prominent Boston paper. An indefatigable worker, frequently starting his day before seven o'clock, Fuess, who types with four fingers at a speed which amazes his secretary, has published biographies of Caleb Cushing, Carl Schurz, Daniel Webster, Rufus Choate, and Calvin Coolidge. As Phillips Academy's historian, he has written five books about the School. His tart comments on the idiosyncrasies of New Englanders may be found in the essays *The Vanishing Yankee and Yankee Individualism*. Much in demand as an after-dinner speaker, Fuess is a raconteur of great skill, who charms his audiences with anecdote, exaggeration, and understatement.

Claude Moore Fuess came to Andover in 1908 as an instructor in the English Department. He had been graduated from Amherst College in 1905 at the age of twenty, after a career which, from a rather undistinguished beginning (he had trouble with Math) had become scholastically outstanding. He finished with a Phi Beta Kappa average and honors in English and History. His only major achievement before entering Amherst had been his prowess as the undisputed bicycle champion of central New York. He won many prizes at country fairs. In fact, he went to Amherst heralded as the greatest bicycle rider of his generation, and trained diligently all autumn in this field for the track team, only to learn in January that the New England Collegiate Association had abolished cycling as an event. Fuess says it was one of the bitterest disappointments of his life.

After leaving Amherst and during his early years at Phillips Academy he did graduate work at Columbia. It was at about this time that he acquired two new nicknames. His first wife arbitrarily changed his name to "Jack," and it is as "Jack" that he is known to his friends today. The students who for twenty-five years sat in his English classes still refer to him as "Claudie." In fact, one unknown genius, inspired by a plaster-of-paris bust of some antique character (used by Fuess to represent, as the occasion demanded, Plato, Antony, Caesar, or any other great man who was being discussed) wrote the following couplet, which has become an Andover Classic:

"I see the bust of Plato on the shelf—
Methinks that Claudie should be there himself."

In the spring of 1933, Phillips Academy was in a difficult position. Following the resignation that winter of Alfred E. Stearns, who had been head of the school for thirty years, Charles Forbes of the Latin Department was named acting Headmaster. His sudden death in March left Andover again without a head. The Trustees then appointed "Jack" Fuess, one of the most popular and respected teachers in the school, acting Headmaster for the balance of the year. At the close of the year they asked if he would serve as Headmaster. This brought Fuess face-to-face with a difficult personal problem. He had loved teaching for twenty-five years. Exeter's Principal Emeritus, Lewis Perry, has characterized him as one of the truly great teachers of his time. If he gave up his classroom work at all, it had long been his intention to devote himself exclusively to the writing of biography. He was torn between his duty to the school and his personal inclination, but finally accepted. This marked the beginning of a completely new and different era in the life of this old New England school.

Perhaps the most significant of the changes which were to come with the new administration was the complete revision of the curriculum, which Fuess brought about with almost unanimous faculty approval. An historian and biographer himself, he designated with the help of many faculty members a curriculum built around the study of history as a core. The Latin and Greek requirements were dropped, so that boys could take two modern languages if they wished, and, as the curriculum developed, more weight was placed on the spoken modern languages with emphasis on the development of oral and aural skills in the classroom.

At Fuess's insistence, the Academy Department of Health was completely reorganized, and, gradually, an integrated medical program, with emphasis on mental as well as physical health has been built up.

In 1935 the Academy Faculty, under the guidance of Fuess, established an adult education program of evening classes for the benefit of adults of Andover and neighboring communities. This program has served as a model for similar ones instituted by other schools and colleges.

When war with the Japanese came, Fuess was ready. An emergency curriculum with increased emphasis on Science and Mathematics was introduced, and a Summer Session, to allow students to complete school requirements before they were drafted, was opened in 1942. Throughout the War, even with a shortage of teachers, Phillips Academy, under his leadership, prepared students effectively for national service. The Summer Session turned out to be such a good idea that it is still going on, modified by peacetime requirements.

Another innovation under Fuess's regime has been the introduction of systematic student exchanges with England, France and Sweden. The boys who go abroad on these exchange scholarships are so carefully selected that he was able to write to the headmaster of a foreign school: "The young man who was chosen to represent us at your school looks more Swedish than many Swedes themselves."

When "Jack" Fuess announced his decision to write in 1948, letters began pouring into Andover from all corners of the world. These letters, from former students, college classmates, professional associates, past and present members of the faculty and parents of students, were warm with friendly reminiscence and praise for his accomplishments, and expressed regret that his long term of active service was nearing its end. Faculty members spoke of his unfailing patience and understanding as

their counselor and friend, whose broad-minded and democratic approach to educational problems encouraged them in their work. His fellow school and college administrators mentioned his academic distinction and the development of Phillips Academy under his leadership. Among the hundreds of letters from his old boys are some which speak specifically of him as an English teacher: "stern, honest, full of wisdom, good humor and tolerance."

His associates in the Headmasters' Association have often recognized his leadership in American Secondary Education, and last year elected him President of the Association. His colleagues praise him for his sanity, his wide range of interest in education at all levels, his resolution in defense of academic freedom, his genuine warmth of heart, and his human friendly interest in boys everywhere.

As Claude Moore Fuess retires, after fifteen years of unselfish devotion to a job which he assumed with some reluctance, he turns over to his youthful successor, John Mason Kemper, a lively healthy school, with an almost unsurpassed physical plant and a strong and well-trained faculty. "While conspicuous for his idealism," as one fellow-headmaster put it, "he has always kept his feet on the ground."

WHAT IS KNOWLEDGE IN THE SOCIAL STUDIES?

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THE Social Studies teacher must ask himself the question: What do I mean when I conclude or believe that my pupils have knowledge of a certain subject they have studied; or, in other words, what is meant when the pupil confidently says, "I know"? When a pupil receives a mark of 65% in a final examination in any of the social studies, does he "know" 65% of the work studied during the term or year? And what is implied when we say he "knows" 65% of the work studied? When another pupil receives 100% on the final examination does he know 100% of the work studied; and what is meant here by the word "know"? Is it possible for a pupil to receive 65% in an examination and yet more "truly know" than the 100% pupil?

It is clear that we cannot rest satisfied unless we as Social Studies teachers understand what we mean by "knowing" a subject. It is quite possible to construct a lesson or an examination wherein we may test or check on the pupil's knowledge of a chapter and yet not truly test or check on the "true" or "real" knowledge, for, is there not a difference between the "true" knowledge of a chapter and that kind of a knowledge that is not "true" or "real"? May it not be true that a pupil may repeat 100% of the contents of a chapter and yet not really "know"? In other words, is there not a "true" knowing different from a "knowledge" of a chapter or subject? That is, when does a pupil "know" when we confidently say he "knows"?

When a pupil says, "Columbus discovered America in 1492" we say, "Correct," and give him a credit mark. Another pupil cannot do this. We give him a scolding or/and a zero. Are we justified in our complacency and self-righteousness? This kind of teaching or learning is today frowned upon as mere rote or memoriter learning emphasizing the pupil's ability to read and remember. Here reading and memory are exercised and credited. Today we scorn such learning. And, yet, do we live up to our principles? Do not our examinations belie our principles?

Well, then, what is "true" knowing or knowledge? How shall we teach for it? And, how shall we examine for it?

A pupil may be an easy reader with a powerful repetitive memory. Let us call this textual perception. If he also has a highly developed linguistic facility he can easily absorb the printed page and "give out" his "knowledge." Is this what we are after in the social studies?

Another pupil may be bored to distraction by the particular printed matter we give him to read, but is a voracious reader of material that is current and contemporary. This youngster wants to know only what he considers contemporaneously significant. He may fail completely to absorb the "past" in history or the "present," in the textbook sense, of economics or civics. And, yet, this pupil may master the "past" or "present" in the textbook sense if he needs it for his understanding of the problem that concern urges and interests. In other words, there seems to be a "meaningful" past or/and present in contradistinction to the textbook past or/and present.

What is the nature or essence of this "meaningfulness" that constitutes "true knowing" or knowledge; whether it be of the past or/and the present? How shall we teach for it; and, how shall we examine for it?

A committee of teachers is assigned to make up a final examination for a subject in the Social Studies. How shall they operate? Shall they base their questions on the text calling for memoriter answers? Some social studies teachers claim that there must be a fixed content that must be mastered by the pupils as "minimum essentials."

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Social studies chairmen of departments like to call this the "bread and butter" knowledge essential to thinking. These teachers justify this position by the argument that "facts are facts." What is a fact? What are essential facts? Let us take the example of an historical personage — Tom Paine.

Teacher *A* says: Tom Paine was a great idealist.

Teacher *B* says: Tom Paine was a filthy little atheist.

What is the "fact"?

Let us take an example from economics:

Teacher *A* says: The operation of brokers on the Stock Exchange is speculation.

Teacher *B* says: The operation of brokers on the Stock Exchange is gambling.

What is the "fact"?

Assuming that the above-mentioned committee of teachers agrees on the "facts," what "facts" shall be called for? Some teachers emphasized one set; some another. The neutral teacher presented all "sets." In the case of the neutral teacher there was no element of "preference" or "choice" or "emphasis." He taught in such a manner as to leave judgment to the pupils. Are our pupils mature enough to pass judgment? Will their judgment be based on objective evaluation or prejudice? What is the objective evaluation? Do the pupils have a right to ask their teachers for aid in exercising objective evaluation? What is it, teacher? Is it "suspended judgment"? How long shall we stay "suspended," teacher? How shall we determine whether we entertain prejudices or not? Maybe, teacher, my prejudice is the truth? Can I rely on you, teacher; maybe what you consider the truth is a prejudice? Anyway, my parents disagree with you. You are a red. You are a reactionary.

Well, where are we? What is "fact"? What are essential facts? What are minimum essentials? What is knowledge? What is "knowing"? When can we be certain that we know what we think we know? When can we know that we think? Maybe we are just "emoting."

Shall we Social Studies teachers allow this skepticism bordering on solipsism or/and nihilism? Shall we stick to the linguistic presentation of the text? Shall we allow beliefs and prejudices to fly about like gyrating tops in a ring?

But of one thing we are all certain. It is that *"there is in us today an urge to question civilization, including our American civilization, its end and its means."

*Dr. Isaiah Bowman, The Social Composition of Scientific Power.—McGraw-Hill. 1946.

WE TRY TO TEACH TOO MUCH

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THERE can be no teaching process without connecting new experience with old. The material presented must be associated with what the student already knows. To state such a dictum is easy; to put it into practice is one of the most difficult tasks which confronts the human mind. About it centers the whole art of teaching. This article has to do with a single phase of it. It is the function of the teacher not to confuse but to simplify. In dealing with subject matter, extraneous material must be eliminated. More over, the teacher has to decide which material of intrinsic value must be selected and which, in the interests of sound pedagogy, ignored. The whole range of knowledge cannot be covered in a single course. Not even a very large segment of it can be mastered in a semester. Sometimes in attempting to teach too much, we teach nothing.

I once listened to a sermon which has ever since loomed large in my mind as an example of badly organized material. After the style of the old-fashioned homileticians, the preacher had divided his sermon into "heads." Beginning with "firstly," the good brother proceeded down the line until he stopped with "fourteenthly." Needless to say any intellectual curiosity which might have existed in his audience disappeared long before the welcome "fourteenthly, and finally." The large number of "heads" constituted bad pedagogy because it dissipated attention and fatigued the memory. Does not this incident have in it some implications which teachers should keep in mind?

My next illustration is from a scholarly discussion printed some years ago, an article on the various attempts to establish in the United States experiments in communal living. That this subject has high possibilities for informative and interesting writing is a fact well-known to any student of American life. Witness accounts like that of the Bishop's Hill community in James Gray's book on the Illinois river, and the chapter on the New Harmony experiments in Walter Havighurst's *Land of Promise.* But the article I have in mind was a catalogue of names and dates. We need reference books, but even an encyclopedia is supposed to do more than pile up dead facts. Very seldom is cataloging good writing. It is never good teaching. It helps to fill

up notebooks but nothing more.

This problem frequently presents itself in textbooks, especially those used in high school and college. Nobody who has made a study of American textbooks needs to be told of their marked and consistent improvement, particularly during the last half century. That they have steadily advanced in attractiveness, scholarship, practicality, human interest, and teachability cannot be denied. Recent demands on authors and publishers, however, have made this old problem appear in a new form. During the last few years the word "integration" has loomed large in educational circles. We have learned that there is no fence between subject and subject. We have discovered that barriers which we thought impassible are not real. The result has been that we have asked for textbooks with a wider range, and we have received them.

Delightful, informing, and stimulating as is the typical modern text in United States history, I take it as the example of this problem. We have come to recognize that he who knows nothing about the literature of a country has a big blind spot in the knowledge of its history. The close relationship between American history and American literature has made it necessary that writers of histories include one or two chapters dealing with authors and their significance. This literary information has to be compressed into a limited space; scores of facts concerning authors are to be found on a few pages. Naturally this entails pedagogical difficulties.

This subject is closely related to the trend in colleges in the directions of general courses. If such courses are taught by one teacher, he must be more than the traditional narrow specialist. Whether they are taught by one or several teachers, there is the ubiquitous problem of integration, the demanding both wisdom and teaching skill of the highest order.

With the almost limitless range of material for such courses the danger of taking in too wide a territory is real. This makes integration a more difficult task and under some circumstances an impossible one. The value of a course is not to be measured by what the student knows at the end. Sometimes it can be best determined by the extent of his interests ten, twenty, thirty years later. And the best course is not necessarily the one which sends the individual into the world with the fullest notebook. Notebooks occasionally get lost. In fact many of them are not worth keeping. The danger is not that we teach the student too much, but that we try to teach him so much that we teach him nothing.

One evidence of the trend in this direction is the growth in the size of textbooks. The *Journal of Education* for February, 1948 contained a noteworthy article by Robert G. Andree, headmaster of the Brookline, Massachusetts, High School, *The Menace of the Comprehensive Text.* Mr. Andree tells of investigating the size and weight of the textbooks toted by one of his own students. Beginning with a history book containing 650 pages and weighing three and a half pounds, the required volumes totaled fifteen pounds. The "menace" which Mr. Andree discusses is primarily a matter of pedagogy. The reason given for the inordinately large book is that the increased size is an absolute necessity, because otherwise, "the subject cannot be covered." Just what does this loose language mean? Complete coverage of a subject is neither necessary nor possible. Attempting to do so impedes effective teaching. Even worse, it may entirely prevent it.

Some years ago I taught a summer survey course in English literature. We never had more than a day for an author and occasionally two had to be crammed into a single period. Although I worked hard to simplify and vitalize the material, I did not come within some miles of attaining my goal. Many reasonably conscientious students had considerable difficulty in differentiating between author and author. At the end of the term the number of fatalities was inordinately high. Although I have often wondered what I could have done to make that a more effective course, I have never been able to figure out any method of improving it which would not begin with eliminating some of the subject matter.

The main reason for the importance of exercising care in this regard is not necessarily the danger of working the student too hard. Most students possess certain protective qualities which keep them from overworking, but the ultra-conscientious individual should be kept in mind. There is no excuse for his being made to carry unnecessary and futile burdens. The chief reason for avoiding burying the student beneath loads of undigested, chaotic material is that doing this interferes with the teaching and learning process. James Russell Lowell in *Sunthin in the Pastoral Line* makes one of his characters say:

> "For it strikes me ther' 's sech
> a thing ez sinnin'
> By overloadin' children's un-
> underpinnin'."

The rhyme has an applicability to the whole gamut of education from the kindergarten to the graduate school. "Overloadin'" has too often been one of the causes of the tragedy of spending years in study with little appreciable result.

In any well-managed class period, a selected phase of the material presented must be made to stand forth with clarity and luminousness. In addition, everything else that is brought into the picture should center around it. The retailing of twenty isolated facts is not teaching. Neither is the dissemination of a number of coordinated points. In the latter case, everything is on the same level. We remember only that which is made distinct. An academic lecture is not a device for the mere ladling out of factual data.

Among the multifarious tasks of the teacher is distinguishing between non-essentials and essentials, the worthless and the valuable. And when this is done it is for him to select out of the great wealth of our intellectual and spiritual heritage that part which it is his job to do his best to teach. Then it devolves upon him to clarify it, simplify it, and vitalize it. He must make it live. The degree to which he does this determines the extent of his real teaching.

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A CHALLENGE TO THE PROFESSION

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TEACHERS and teaching are becoming more professional. Professional procedures are being adopted in the negotiations for better salaries, better buildings, better equipment and better procedures for curriculum development. Teachers are beginning to become concerned, as a group, with the development of programs of professional improvement and of procedures for dealing with administrators, boards of education and citizens. Most teachers are competent and are professional; we must use their leadership and ability.

Observation of teachers at work in the school, in the community and in school surveys leads the writer to the belief that a few teachers here and there are unwittingly nullifying many of the sincere and praiseworthy efforts and accomplishments of the teaching profession as a whole. The shortcomings and the untactful remarks of the few are being picked up and magnified in such a way as to give the public a distorted picture of teachers and teaching. For these reasons, it may be well to review briefly some of the obligations of teachers to pupils, the obligations of teachers to the profession and the obligations of teachers to the public.

Instances of neglect of teacher obligations to pupils, profession and public will be cited frequently, not because these are the usual acts of teachers, but because these typical lapses from professional conduct are the kinds of lapses which might give the public a distorted picture of teachers and teaching.

The Obligations of Teachers to Pupils

(1) We have an obligation to respect pupils as individuals. All of us are familiar with the occasional teacher who ridicules pupils in class because of dress or because of performance or lack of performance. Then there is the teacher who frequently shouts at or scolds pupils. There is the teacher who has favorites or pets, who continually praises one or a few pupils and who otherwise indicates his preference for certain pupils. There is also the teacher who punishes all pupils for the misconduct of one or a few.

(2) We have an obligation to be present at school when we are in good health. There are, unfortunately, a few of us who abuse the recently won absence provisions, a few who take an occasional day off to go shopping in a nearby shopping center.

(3) We have an obligation to stay out of school when we are in poor health. Some of us come to school when we have severe colds. Some continue in school when we are ill and should retire or quit. There are instances, only very few to be sure, of teachers who are subject to epileptic seizures.

We should ourselves insist that we have periodic physical examinations for our own and for the pupil's protection.

(4) We have an obligation to arrive at school on time and to give a full day's work. Those of us who ride public conveyances and who are overheard making such remarks as "I don't care if I'm late; I've given enough of my life to the city," do not help the profession. Neither do the teachers who regularly beat the children out the door at dismissal time.

(5) We have an obligation to se a variety of teaching methods and to use them well. Again, the public misunderstands teaching when they learn about the teacher who always lectures or who always uses the question and answer method of instruction. Some of us fail to use trips, visits, excursions or other visual and auditory aids, or we abuse these aids by failing to plan for them carefully or by limiting the benfits consistently to the same fortunate few. A few of us fail to use the community and its citizens as resource material for study and consideration. Then there are a few teachers who make home assignments poorly, e. g., "Study pages so-and-so, do problems one to fifteen, see what you can find out about this, answer the set of questions on this page."

(6) We have an obligation to know our subject matter. This does not mean that we must know everything; it does mean that we can admit that we do not know the answers to certain pertinent questions and that we and the pupils will find them. It also means that no teacher should try to bluff pupils by giving long rambling answers to avoid admitting that he does not know something or that he lacks certain information. No teacher can know everything; no teacher should give pupils the impression that teachers do know everything.

(7) We have an obligation to know our pupils. There is little merit to arguments which emphasize the need for the reduction of class size unless we accept the challenge of reduced class size.

(8) We have an obligation to revive or renew our interests in children as children from time to time. We must beware of the tendency to dislike pupils after a time, even though the idea of working with children still appeals to us — as an idea or ideal.

The Obligations of Teachers to the Profession

(1) Our obligations as teachers to pupils are also obligations as teachers to the profession and to citizens.

Some of the additional obligations of teachers to the profession are:

(a) to work for the improvement of physical conditions for pupils as well as for teachers;

(b) to work for the improve-

ment of the supply and equipment situation;
(c) to refrain from criticizing other teachers and other educators maliciously and publicly;
(d) to refrain from gossiping;
(e) to grow professionally, to keep abreast of changes in education and allied fields and to seek the best possible standards for the profession;
(f) to participate in local, state and national educational activities within the limits of one's time and physical and mental health;
(g) to suggest methods and procedures for the improvement of in-service training;
(h) to seek professional help from fellow teachers, principals, supervisors and other professional sources;
(i) to suggest means and methods for curriculum study and improvement;
(j) to accept the responsibility for participation in and knowledge of administration;
(k) to interpret educational methods, purposes, conditions, accomplishments and needs to the citizens;
(l) to earn and to deserve the increased salaries which have been won and which will be asked;
(m) to select competent professional leaders.

The Obligations of Teachers to the Citizens and the Community

All of the obligations of teachers to pupils and teachers to the profession are also obligations of teachers to the citizens and to the community. We have some additional obligations to citizens and to the communnity.

(1) We have the obligation to seek acceptance as citizens of the community and not to withdraw into our own groups. Frequently we have ourselves fostered the impression that we are different from other people and, consequently we have been taken at our word. Too frequently we have limited our associations to our own colleagues or professional groups.

(2) We have an obligation to cooperate with citizens in the study of education and how to improve it. We can act as consultants to citizen groups; yet we should be careful not to have too many members in citizens' councils nor to attempt to dominate such councils.

(3) We have the obligation to welcome citizens to schools and classrooms wholeheartedly. Occasionally some of us say the correct words but make the citizen feel so ill at ease that he never returns.

(4) We have the obligation to refrain from making public criticisms of parents, citizens and pupils.

Recommendations to the Profession

In order to anticipate unfavorable criticism, in order to meet criticisms which have already been leveled at us, and in order to meet our obligations as teachers to the pupils, the profession and the community, we

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should organize in each community a professional, concerted effort to work with the administration, the board of education and the citizens for improved buildings, facilities, equipment and supplies. We should capitalize on our own abilities and talents.

We should:

(1) Become a self-disciplined profession. We should develop our own or adopt a code of ethics, and then we should keep the code alive.

(2) Conduct the necessary studies or participate in studies of curriculum, children and our changing society.

(3) Make recommendations alone and in concert with others. These studies and recommendations should be emphasized as much and probably more, than salary studies and requests.

(4) Offer to work with the administration and the board of education in the study of teacher qualifications, teacher selections, professional improvement, methods and criteria, etc.

(5) Develop a committee of our organization to interpret the sound efforts of the association to the community.

(6) Organize for local activity now and get started immediately. We can call for the assistance of local, state and national personnel and organizations to aid us in organizing and conducting our own activities.

WORDS THAT SERVE

LIEBER ANKER

IN HIGH school English, we finger texts on vocabulary building, applaud their excellence, and wish we could make pupils want to swallow their contents. Sometimes we use these texts, and sometimes some pupils really add words to their active and passive vocabularies, so that these words are understood and used with an intelligent awareness of their connotations. Sometimes.

Now, it is highly possible and delightfully practicable to motivate vocabulary study in a different way. Here is how I came to this conclusion:

As usual last year, I went all out for teaching vocabulary improvement every time my tenth grade English classes embarked upon a new literature unit. We all made an honest effort to realize that a study of difficult and recurrent words used in the literary work under consideration would increase our understanding and enjoyment of the book. Then we really rolled up our sleeves to make these words (chosen by the teacher) become the student's personal property. It was straining to make new words useful via the technique just described, that gave me my brainstorm last spring. What words could be more immediately useful to a pupil, I thought, than those connected with his school subjects? I continued thinking. I talked to other subject matter teachers for grade ten, and I learned a lot. They admitted that words peculiar to their individual subjects constantly appeared in textbooks and classroom explanations. These words, being technical and therefore often totally strange to the wrinkled-browed neophytes of grade ten, necessitated lengthy definitions and explanations during reluctantly given "time out" periods. The teachers agreed that they wished their pupils might obtain an understanding of certain basic words from some source other than the subject teacher's begrudged explanation or half-hearted recourse to the dictionary. "Which words?" I queried, and then they gave me lists.

One look at the words on the lists made me quail. Many of them were so abstract that they presented a challenge even to a teacher. But I had to admit their usefulness to their respective subjects. I could see what a trail could be blazed for each subject-matter teacher if these words were to be taught in English class. I decided to try it to inaugurate a vocabulary unit guaranteed to become an integral part of the pupils' school life.

The unit is still in the experimental stage. I believe the possibilities are greater than I have as yet realized. But, I am so convinced of the practical value of the unit that I am presenting its content here and now, so that readers may use it, expand upon it, improve it.

First of all, I decided to start with the basic subjects in which the greatest number of tenth grade pupils are enrolled; namely, English, social studies, biology, foreign language, and physical education. (I felt that in time, if these subjects lent themselves to the project, I could submit words for specialized subjects, such as geometry and stenography, as supplementary lists for voluntary study.) Next, I decided to require of the college preparatory pupils absolute memorization and active use of the words taught, since these pupils would continue to need the words for

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their college courses. I thought it best to feel my way at first with the pupils enrolled in the commercial or general course, but surmised that familiarity with the meaning of the words as applied to the subjects, without memorization, would prove most useful to such pupils. I have continued to believe this is true, and so have presented the words to the latter two groups for compilation into a "pocket dictionary," which is always to be on hand for emergencies, such as the need to understand a word in a hurry when it appears suddenly in a teacher's explanation or in a textbook.

For all groups I have introduced one list at a time (that is, words for one subject at a time), assigning the words for outside dictionary study first, for the sake of the practice provided in using the dictionary. The assignment requires that only those meanings that pertain to the subject be brought to class. Then, in class, has followed a thorough discussion of each word as it is used in the subject matter field. Finally, the pupils have been instructed to copy from their textbooks or to quote from their teachers sentences that contain the words, and to study the sentences so that their meanings can be clearly presented in class. The college preparatory pupils must also compose their own sentences for the words. For them, the words must become "active" vocabulary. The "pocket dictionary," which becomes the property of all these groups but is stressed least for the college preparatory pupils, actually consists of the mimeographed list of all the words for all subjects, with pupil-written, class-approved meanings attached. In addition, a point system has been set up, whereby pupils receive extra credit in the course whenever they show me their class- and home-written papers on which the words have been used correctly in sentences. (So far, I have felt that the unit can best be introduced about six weeks after the beginning of the first semester which leaves plenty of time for extra credit work.)

Motivation for this unit is simple. It is so much easier to say, "These words *will* appear in your history course this year," than it is to state, "You will probably run across these words in what you read, sooner or later." Results are satisfying, too, whether the words become lifelong vocabulary acquisitions or not. Teachers are grateful and pupils feel intelligent instead of perplexed when a word from their list is used in the classroom. For at least one school year the English teacher is certain the words taught will be used, which is more than can be guaranteed for words in other vocabulary units.

The words listed at the end of this article were submitted to me last year by the subject teachers. The latter and I agreed each list could not be

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called conclusive or even comprehensive, but because every English unit suffers if it is too lengthy, I felt that the number of words must be limited. It seemed to me that a study of even half the technical words used in a course would be of inestimable value to the pupils and might motivate their voluntary study of other words not on the list.

Well, here they are, and the reader may make additions, cross out, toss out, or take them to his bosom:

Some Words Used in Tenth Grade English: *anecdote, antecedent, autobiography, biography, climax, complex, compound, consonant, coordinating, diphthong, essay, fiction, figurative, modify, narrative, precis, significance, subordinating, syllable, theme, vocabulary, vowel.*

Some Words Used in Tenth Grade Science: *alimentary, analogous, assimilation, atom, carnivorous, cell, chromosomes, dorsal, epidermis, gene, homologous, hybrid, hypothesis, membrane, metabolism, mimicry, molecule, mutation, neurone, nucleus, organism, perennial, transpiration, ventral.*

Some Words Used in Tenth Grade Social Studies: *absolutism, aristocracy, cartel, chronological, civilization, communism, conservative, democracy, dictatorship, fascism, feudalism, freedom, history, imperialism, liberal, mercantilism, monopoly, oligarchy, radical, revolution, socialism, totalitarian.*

Some Words Used in Foreign Language Study: *accent, aural, conjugation, declension, glottis, guttural, idiom, inflection, labial, larynx, literal, nasal, palate, phonetic, prefix, root, stem, suffix, synopsis, syntax.*

Some Words Used in Physical Education: *apparatus, calory, capillary, coordination, defense, differentiate, disinfectant, equilibrium, excretion, function, humidifier, hygiene, malnutrition, orientation, recreation, respiration, technique, temperature, velocity, vitamin.*

Quincy High School's P. D. Course

BARBARA YORK
Boston Traveler Reporter

QUINCY (Massachusetts) High School's Problems in Democracy course is more than book learning. Seniors in this class are studying at first hand such adult questions as propaganda, economic security, minority rights, crime prevention, and family stability. When law breaking was the topic, the class visited Norfolk prison colony, Quincy district court, the police station and the local child guidance center, as well as studying newspaper techniques in crime reporting. After looking around them for causes and remedies, they were assigned notebook projects to sum up what they had learned and to contribute their own ideas on crime prevention.

This subject ranks high in popularity among Problems in Democracy topics. But if the excitement-seeking teen-agers approach it looking for thrills, their interest soon becomes serious and more scientific. They are impressed with the fact that such problems are their problems as citizens and that "they are part of one world."

The course produces remarks like these:

"The purpose of courts and prisons should not be primarily punishment but rehabilitation. We have studied a few examples of children who grew up in backgrounds that led to a life of crime. We should try to reform them, not just punish them."

A teen-ager who is already working in his father's business as a truck driver after school, adds that better recreation facilities, more gyms and hobby shops are needed in Quincy, even though its juvenile crime rate is comparatively low. He suggests that the high schools open up their gyms after school hours "as long as they aren't torn apart" and that high school shops might be made available for hobby work under an instructor.

Quincy's P. D. course was started 15 years ago, but has been revised time and again with the recent addition of visits to the outside, according to Felix Cutler, head of the Social Science department. Ellis Swartz, P. D. teacher, says it pays off in developing initiative as well as in actual knowledge. If he had his way, such a course would be introduced to seventh graders on a simplified level and continued all the way through the senior year in high school, where it is now required for all students in general and commercial courses. "If they get nothing more out of the course than that they must be active in a democracy, I'm satisfied," he says. "They've got to understand that it's a way of life."

When two of the students who wanted to sit in on a local murder trial arrived at court to late for the session, they used their heads and queried a reporter who gave them plenty of details for their report to the class.

Mr. Swartz says that he has noticed a marked improvement in initiative in notebook work, and that it is not a matter of prodding students into the jobs, as it might well be.

For their study of minority problems, the high schoolers were sent throughout the city, Catholics interviewing Rabbis and Jewish students interviewing priests and ministers. For their probject work, they designed posters on the problem, including facts and figures learned in the classroom.

During their study of employer-employee relations, all the classes were treated to a discussion between a chemical company executive and a labor union official in the assembly hall. A member of the Massachusetts Fair Employment Practices Commission also was brought in to address the students.

And Quincy High School is just one of many where teen-agers are getting education in democracy.

That Normal Curve

MAUDE BURBANK HARDING

WHEN the "curve of distribution" was first thrown across the schoolroom screen like a rainbow arc of bright promise, the phrase caught the academic imagination. Even now the old "normal curve" philosophy prevails in many institutions of learning where a wiser marking system would naturally be expected.

A. M. Niessen, a scientist and an expert mathematician of Chicago, in an article written in 1946, pointed out that whereas if a scientifically prepared test were given to a large, nonselected group of students who had been taught under the same conditions, the scores would probably show a normal distribution, on a test in a single classroom, a "normal distribution" of marks would be a very rare accident. Yet in spite of widely practised and highly efficient remedial work that notes incipient deficiencies and prevents failures, the old idea persists in influencing some teachers to rate a certain percentage of students in every group as failing students.

Consider the actual case of Peter. In a very low group, his 70's and 75's were top scores. According to the curve, there must be three "A's" if there were three "F's", and Peter, Louella, and John were sent on into the sixth grade of another school with happy self-confidence. Two years of humiliation and constant tutoring were needed to keep them above a "D" average in a school where their class median in most tests was 80 or better.

A counterpart of that situation occurred in a college class composed principally of G. I. students who had been out of school for several years. Among the 800 freshmen were about a hundred young men graduates from high schools, young men who had never been wounded or shell-shocked. In the monthly tests they established "A's" on the curve by scores of 90 to 97. "B's" were rare in the group taken as a whole; the "C's" predominated and were divided into three parts to make the "B's" and "D's" balance, leaving only a center of straight and honest "C's". Approximately one hundred of the papers that separately would have carried a "D" or a "D-" had to go down into the "F's" to make the pretty curve.

On another occasion, in a commendable effort to attain impartial scoring, an essay question examination was submitted by code number only and corrected by different members of the college faculty, each one grading two hundred papers. That was an excellent plan up to the point of scoring. Instead of giving each paper a grade on its own merit—which was supposed to be the purpose of the anonymity—the faculty were instructed to curve the scores. As ill fortune would have it, one professor drew most of his two hundred papers from the highest groups. When Emma received her essay with a terrifying "F" in the upper right hand corner, she fled to her section counselor and

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protested. The essay seemed to the counselor to merit a high "C". When the professor who had given the grade was questioned as to the possibility of an error, he replied in genuine distress, "I know! I was worried about several of those low marks but I had to show a certain number of 'F's' and took the least appealing essays to fill out the curve."

An essay question that is too complex or too simple will always push scores into a narrow area. In a college group which is divided alphabetically into two sections for purposes of space only, section A draws an easy question and the percentile is high. Section B is given a more difficult question and the percentile is low. Yet section A is curved with section B, notwithstanding the fact that A—section students might not have done so well as B did on B's question.

Many examples of miscarriage of justice might be given, illustrating the lack of incentive for bright students who happen to be placed with poorer ones, and setting forth cases of permanent inhibitions when slow students have been unnecessarily discouraged.

Grades should be absolute, not relative. Peter should not be sent on with a recorded grade that is merely the report of how he stood in a mixed group into which he chanced to be—although that information may well be of passing interest — but the fair question is *What can Peter do*, regardless of what Mary Esther did.

From the very beginning the curve was intended for the teacher, not for the pupil. If a group shows failures, attention should be focused strongly on the teacher. Why should there be a definite system for failing? Has there not been gratifying and perceptive progress in education? Then let us show a low level of failure that will be all out of proportion to "A's" and "B's". Let us consider the actual potentiality of each student, impartially and with a keen sense of individual justice. By so doing, to quote Mr. Niessen once again: "The scientific aureole surrounding the marking on a curve fades away immediately."

Movies and Mental Health

GEORGE K. MORLAN

In one way, the dullness of many colossal soporifics should be mentally healthful — in continually repeating the fact that feminine beauty in itself isn't very alluring after a while. A pretty face and an exciting figure can be terribly dull unless the possessor is interesting. Hollywood undoubtedly has not consciously been trying to teach adolescent males that for companionship or satisfying marriage beauty is not enough, but that is the net effect of ON AN ISLAND WITH YOU. We can only hope that this flood of drivel will have the important influence of making boys more mature in what they value in the opposite sex.

An important, though often ignored, principle of mental health is that we should avoid needless trouble. One everyday means of avoidance is for us not to expect too much. Great expectations lead to great disappointments. Unintentionally, I'm sure, THE EMPEROR WALTZ drives home this lesson. Anyone who puts out cash to see this masterpiece with the expectation of enjoying mediocre entertainment will be disappointed.

There is a nauseating use of several sound principles of psychotherapy. The Countess's dog has a nervous breakdown; so a disciple of Freud has the dog tell whatever is on her mind. The cause of the canine disorder is fear, and in the treatment prescribed, the dog meets the dog it fears. This principle for dealing with nervous disorders is sound, but making it ridiculous in the treatment of dogs is more nauseating than amusing. Avoid at any cost.

HOMECOMING deals with the central problem not only of mental hygiene but of philosophy and religion — the nature of the good life. Is the successful doctor with an adoring wife, a beautiful home and social esteem living a life that is genuinely satisfying? Is this successful doctor who joins the army when the war starts because it is the thing to do more patriotic than the physician who waits until called because poor people need him?

HOMECOMING portrays the growth of a man who is interested only in himself and his wife to a concern for the welfare of others. The story shows his change from an adolescent adult into a mature man who has learned the most important lesson life has to offer. Yet this significant and profound theme doesn't quite come off because of bad casting and a pitifully maladroit final scene. Could it be that the team that produced this film could not imagine its meaning, and therefore could not make it convincing? I don't know, but a great story needs great handling. Disappointing, but not harmful.

THE CHECKERED COAT is a murder thriller with a psychological twist. A young man comes to a psychiatrist because he worries about passing out occasionally. Everything blacks out on him without any evident reason. In five minutes the movie psychiatrist diagnoses the case as a serious mental illness, and advises the young man to go to a hospital for observation. The suspicious youth refuses. At this point, the film could have brought out effectively the important idea that treatment of mental illness is the only hope for cure, but this thought is submerged as the horror story continues in a plethora of sickly cruelty. The audience is left with an irrational horror of insanity rather than with the hope that mental disease can be cured. An inexcusable use of psychological jargon in a film for entertainment.

It Seems to Me

BYRON C. KIRBY

Radio Ready to Help

It is a good plan to keep the work of the schools constantly before the public. This can be done through the P T A, the newspapers, local speakers, bureaus and the radio. No doubt many systems are untilizing these means more or less sporadically now. However, the best results accrue from a systematic, yearly program whether it be along one avenue or more.

The broadcasting companies in most cities are anxious to cooperate with the schools in airing almost any kind of constructive program. Their reaction usually is that if the schools can put on an interesting series of broadcasts, they, the companies, will be glad to release it.

Speech contests, quizzes, spelling bees and discussions make interesting radio programs. They not only create enthusiasm for education but they, at the same time, give the children practice in radio, and help stimulate a desire for higher scholastic achievement.

Speech Contests. Speech contests can be organized in various ways. In a large city, for instance, the plan might incorporate some of these rules: (1) Each building may enter its sixth grade champion; (2) Four schools may participate in each broadcast; (3) Speeches shall be three minutes in length; (4) Winners in these preliminary contests will meet in semi-finals and finals. This type of program is flexible enough to be adapted to most any objective or philosophy. It can be made to emphasize what any given school system is stressing.

Quizzes. There are various ways of planning a series of quiz programs. The following points might be of value: (1) The contests may be in any academic field, spelling, arithmetic, English or history; (2) Contests can be conducted on any grade level, as 3, 4, 5, or 6; (3) Three or four schools may participate in any given program; (4) Programs should be held weekly, for 15 minute periods; (5) Children in currently non-participating schools should make out the questions. That is, if 6th grade children in schools A, B, and C are participating this week in an English contest, 6th grade children in schools D, E, and F should make out the questions.

This type of program has several advantages: (1) It stimulates interest in academic work; (2) It encourages higher achievement since children participate in making the questions as well as in answering them; and (3) It gives practice in radio. And perhaps, after all, worthwhile achievement begins with true interest in school; real enthusiasm for the work. Let's try to create it — and that, without apology!

It is important in this day that the public be kept informed about the schools. Radio programs of the type mentioned here tend to re-establish bonds of interest and enthusiasm between adults and the educational program; they tend to cause people to say, "Ah! We used to have contests when I went to school. I wish I could go back to school again."

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Mrs. ANNA C. WILLIAMS
Language Arts Department,
Central High School,
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Across the Office Desk

JAMES NEWELL EMERY

School Bulletin Boards

It is perhaps hardly necessary to call the attention of most teachers to what can be done with a bulletin-board in their rooms.

The board need not be anything elaborate, just a section of heavy fabric — denim, burlap, canvas are all good — that can be fastened up in a conspicuous place. Here may be posted pictures, clippings, charts, drawings, whatever is applicable to some of those units that you are teaching. You may have pictures of your own that you have saved to illustrate these topics. The pupils should be encouraged to bring in pictures, items, specimens, anything that they can find regarding the particular subject which they are studying at the moment.

You may have to do a good deal of editing, but you are pretty likely to get some usable material, and you are using the powerful psychological principle of pupils' self-activity. If they are made to feel it is *their* board, and *they* are making personal contributions to it, you have done much to arouse and keep their interest.

You can also use the bulletin-board to good advantage for posting specimens of pupils' outstanding work — extra good papers in spelling, arithmetic, penmanship, etc. Of course you have to be careful not to make it a close-corporation display of a few best students.

A few routine suggestions may be in order:

1. Change the display frequently—before the pupils have time to become wearied of any one unit. Three or four days is long enough at a time.

2. A few items, changed every few days. Don't let the board become overcrowded or cluttered.

3. Have the board in a good light, and accessible so that groups can gather around it conveniently, when opportunity occurs.

4. Save pictures or items of a permanent nature that you may want to use another year. File them away in groups, with the general subject marked on the cover. A folded sheet of 12″ x 18″ drawing paper makes a good folder, and the contents can thus be kept assorted for easy reference.

5. Arrange your bulletin-board display so far as possible in connected units — the New England States, coal-mining, Colonial life, care of the teeth, whatever your class may happen to be studying at the time, or what may have come up in class discussion.

You can do a lot with a class bulletin-board. Try it.

WINSTON FLASHES

FIRES break out in *six schools every day* according to statistics released for Fire Prevention Week, October 3-9.

THOUGHT FOR THE MONTH

"The Schoolmaster is abroad! I trust more to him, armed with his primer, than I do to the soldier in full military array, for upholding and extending the liberties of his country."
Lord Brougham (1828)

BROUGHAM, the word, originates from the same Lord Brougham who paid this splendid compliment to teachers. THE WINSTON DICTIONARY includes many names which have become common words in the English language. Some are *volt, sandwich, macadam, boycott, silhouette, nicotine, bloomers, epicure, bowdlerize, burke.*

ALGEBRA will cease to be a bugaboo for Johnnie and his harassed parents when Daniel W. Snader's ALGEBRA—ITS MEANING AND MASTERY appears in January 1949.

FUT-BOL! What a beautiful phonetic spelling the French use for the great American sport which attracts millions of fans every autumn Saturday afternoon.

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OCTOBER 27—ninetieth birthday of Theodore Roosevelt—recalls the ebullient Teddy's "Bull Moose" Party split that swung an election to an opposing party. Will history repeat itself this November?

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The News Digest

N. Y. State Statute Bans College "Quotas"

ALBANY, N. Y.—New York's pioneering effort to curb discrimination by colleges and universities began quietly last month when the new education practices act took effect. The measure forbids the state's 126 institutions of higher learning to discriminate against applicants because of race, creed, color, national origin, or, except in the case of sectarian schools, religion. Proponents of the law hope it will crack the so-called quota system which limits the percentage of minority groups in student bodies.

Frederick W. Hoeing, Department of Education administrator for the new law, expressed the hope that enforcement will follow the pattern set by the Fair Employment Commission, which has handled more than 1,000 cases without going to court.

The act provides for referral of complaints by the Education Commissioner to Mr. Hoeing for investigation. If the complaint holds up, and the school refuses to desist, the Board of Regents may hold a hearing and order the school to stop the practice. As a last resort, the State Supreme Court can enforce a verdict under its contempt powers.

Since most institutions have already selected their classes for the year, the first complaints are not expected until the fall of 1949.

Penmanship Out In N.Y.C. Schools

NEW YORK—Children now enrolled in this city's schools are not being taught "penmanship"; instead, as a result of a recommendation by the Board of Superintendents, they are being allowed to use the manuscript or block system of writing. Although children usually abandon this easy method of writing around the third grade for attempts at cursive or connected writing, they will no longer be forced to make the transition. In fact they may continue the manuscript style into high school if they wish. This change is the result of a survey made by the Board's Division of Curriculum Research. The survey found that current methods of instruction were both monotonous and pointless.

Poor Guidance, Easy Entry Blamed for College Drop-outs

HAVERFORD, PA.—Fifty per cent of all students who enter college drop out before receiving their degrees, according to a study made by Dr. Archibald MacIntosh of Haverford College.

In "Behind the Academic Curtain," a report on a two-year survey of American colleges and universities sponsored by the Educational Research Fund of the Tuition Plan, Dr. MacIntosh finds academic failure the chief cause of drop-outs, with financial reasons second in importance.

More student guidance, especially during freshman year, is suggested as one solution to the problem of failures. It was found that those colleges and universities with strong guidance programs had a lower student mortality rate than institutions where guidance was not stressed.

Size of the institution was also seen as a factor in drop-outs. According to Dr. MacIntosh's figures, junior colleges had a percentage loss of 32.1; men's colleges (over 1,000), 37.0; women's colleges. (under 1,000), 50.6; men's colleges (under 1,000), 55.5; coeducational institutions over 1,000, 61.1; and coeducational institutions under 1,000, 55.7. The relatively low figure for men's colleges of student populations over 1,000 was attributed to the fact that this group includes institutions like Harvard, Dartmouth and Amherst where the number of applications so far exceeds vacancies that many potential failures are eliminated. The greatest percentage of drop-outs occurs in large coeducational institutions where admissions policies are less selective than in smaller colleges and a large population makes guidance complicated.

Dr. MacIntosh urged directors of admissions to make greater efforts to assure the entrance of students who can successfully complete the academic work of college, and stressed the need for more careful planning on the part of prospective students.

Museum Will Travel To Ill. Schools

SPRINGFIELD, ILL.—A bus of the transcontinental type, especially constructed, will carry museum exhibits to country schools and outlying towns in Illinois next winter.

The mobile museum, operated by the Illinois State Museum here, will contain miniature landscapes and figures showing the geologic and human history of Illinois. Dioramas will depict the area when it lay beneath an ocean, when forests of the coal age flourished, the Indian occupation and, finally, its farms and industries of today.

The overall length of the bus, now under construction, will be 36 feet. The museum will occupy 30 feet. Entrance will be from the rear. The bus will be windowless. Twenty exhibit cases will extend in a long U-shape around the interior.

The cost of the bus, including the dioramas, is expected to amount to $25,000. The Illinois State Museum hopes to put at least four of the buses in operation eventually.

U. S. Education Centers Enroll 8,000 G.I.'s

BERLIN — The United States Armed Forces Institute is carrying out a program in Germany designed to "make the American soldier the best informed of any army and to give him an opportunity of becoming the best educated."

At military posts, Army education centers supervised by trained civilian educators have been established.

With an enrollment of approximately 8,000 students and conducting some 117,000 hours of instruction a month, these centers offer courses in modern languages, natural science, literature, photography, art, and many other subjects.

Soldiers in the American-occupied zone have an opportunity to attend one of these centers or to enroll in a self-education course. Most of the instruction is in off-duty time, but a few subjects, such as typing and shorthand, are taught during duty hours.

Three of the Army education centers, at Frankfort, Nuremberg, and Munich re-

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Biggest Enrollment Ever Cramps Schools and Colleges

WASHINGTON, D. C.—A record 32,000,000 students are swarming into schools and colleges this fall. By the 1956-57 school year, the enrollment flood is expected to rise another 7,000,000.

These predictions came from Rall I. Grigsby, acting commissioner of education, and other Office of Education officials.

Government specialists conclude that:

The draft law will have little effect on college enrollments this year; veterans in colleges will decline 100,000 to a total of 1,000,000, about 45 percent of all college enrollment; there will be fewer substandard teachers this year, but the shortage of instructors will become increasingly acute in grammar schools; the space shortage will be "the worst of any time in American history" because school building programs are not keeping pace; elementary schools will be hardest hit for space and teaching talent.

Here's the way the experts see the 1948-49 prospects:

Enrollment: The expected 32,000,000 enrollment will include an estimated 22,797,000 in grammar school, 6,270,000 in high school, and 2,500,000 in college. The increase in elementary and high school pupils over the 1947-48 year is about 760,000. College totals hold about even.

Draft: The new law will have slight effect this year because it provides for postponement of induction of any college student until the end of the academic year in which he has enrolled. Most students will be launched on their year of work before the first inductions.

Veterans: Veteran enrollments in colleges have dropped from 53 percent last year to 45 percent.

Teachers: Emergency permits to substandard teachers totaled 98,000 last year. Fewer such permits will be handed to high school teachers in 1948-49, but the drop in numbers of under-qualified elementary teachers will be less sharp. About four out of five emergency permits go to rural teachers. Last year about half of all teachers, earned no more, in terms of buying power, than they did in 1940. Salary prospects for '48-'49 are uncertain.

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spectively, offer basic educational training to help those who have not had an opportunity of attending school in the United States up to the fifth grade.

World's Biggest School Exhibit

NEW YORK—Joining to commemorate the fiftieth anniversary of the city's five-borough charter, the board of education hired 5,000 square feet of floor space in Grand Central Palace for a mammoth school exhibit. Here the citizens could see samples of the work done in every type of school throughout the vast system and could be impressed with the immense complexity of the enterprise and glimpse the objectives, the methods used, and the need for public support. So far as possible the programs of housing, administration, adult education and making the school a community center were depicted in what was undoubtedly the biggest show of its kind on earth. Many visitors took away with them the literature provided by the board with a view to deepening their understanding of the many-sided task—a task that will call for accommodation of 200,000 additional elementary pupils by 1953, the board predicted.

Great Neck Bids Public into Schools

GREAT NECK, L. I.—If a plan proposed by the advisory committee of the Board of Education is adopted, practically everybody in this community will be in the teaching profession.

The program proposed in a 29-page report of the committee, is based on a year's audit of the schools and the 26,000 persons here and in the nine villages served by the schools. Under it local citizens would be card indexed as to hobbies and breadth of experience and asked to supplement professional teaching. Church groups, Scouts and welfare agencies would have their efforts co-ordinated. Parents would be asked to help solve school problems.

The report urges that education deal with everyday life. It recommends that parents participate as teacher-aids on field trips. It suggested that parents help build up stocks of teaching material such as picture files and costume collections.

The findings stressed the need of "using the physical facilities of the community and the personal services of the local citizens to supplement the school plant and professional staff."

The committee was headed by Max Rubin of the board, and had the advice of several nationally known educators.

Rall I. Grigsby Named U. S. Acting Commissioner

WASHINGTON, D. C.—Rall I. Grigsby has been named Acting Commissioner of Education to replace Dr. John W. Studebaker, who resigned this summer to accept a position with Scholastic Magazines. Mr. Grigsby will also continue to serve as Director of the Division of Auxiliary Services, Office of Education. He has been a member of the Office of Education staff since 1939.

Before coming to Washington, Mr. Grigsby was Assistant Superintendent of Schools in Des Moines, Iowa for several years. He has had practical experience as a high school teacher, principal and superintendent in both Illinois and Iowa.

Education Week Has Freedom Theme

WASHINGTON, D. C.—The emphasis of American Education Week (November 7-13, 1948) will be on the role of education in *Strengthening the Foundations of Freedom*. Critical areas in which advances must be made if schools and colleges are to be equipped or their task will be stressed in suggested daily topics.

Special helps, including posters, plays, radio scripts, leaflets, etc., have been prepared for those planning Education Week programs. For a complete list of these helps, write to the NEA, 1201 16th Street NW, Washington 6.

Seattle Plans to Use Portable Buildings

SEATTLE, WASH.—Construction of portable elementary school buildings, which can be moved about as population requirements change, is being planned by the Seattle Board of Education. Cost of the structures is expected to be half that of regular buildings. They will be used to relieve the current crowding in classrooms which is the result of the rising postwar birth rate. The city expects a 60 per

cent increase in elementary school enrollment by 1954.

The new buildings are also expected to answer the complaint of city school officials that "many of our schools are in the wrong places." Rapid home-building in the outskirts of Seattle has created a shift in school population. The portable schools, it is reported, will be constructed as individual classrooms which can be attached to permanent school buildings or maintained by themselves.

N. H. Parents Stage Sit-Down Strike

MANCHESTER, N. H.—Parents protesting the transfer of seventh and eighth-grade students to the Straw School conducted a sit-down strike at Amoskeag School to mar an otherwise normal school opening.

The group of mothers and fathers sat at school desks and vowed that they would stay there until a teacher arrived to take care of the upper two classes.

The controversy dated back to last May, when the school board voted to transfer these pupils. Transportation was authorized for any child having to travel farther than about a mile. Seventeen students were affected by the change. Eight stayed away from classes, and the others attended the designated school.

School authorities said the move was necessary for economy reasons.

Bay State Sponsors Educational Radio

BOSTON—Weekly radio programs on educational subjects are being sponsored by the Massachusetts Department of Education, through local stations. Designed specifically for classroom listeners, the program subjects include News in Review, Friends Around the World, Adventures in Research, Living Literature and Music in the Air.

More than 35 broadcasts a week are timed to be heard during school hours. Four thousand transcriptions also are available to any Massachusetts school at 50 cents each to cover postage.

50 Farmers Balk At School Merger

JAMESTOWN, N. Y.—Seven carloads of state police were summoned to the nearby village of Kiantone recently to break up a demonstration by 50 farmers against the recently organized Frewsburg Central School District. The farmers sought to prevent Assistant District Attorney Sidney Hews from placing a lock on the one-room Kiantone school. After they had sung The Star Spangled Banner and waved a flag at the police, they were carried bodily away from the school door.

The controversy began when residents of the school district in Kiantone Township refused to recognize a referendum which approved centralization of Kiantone schools under the Frewsburg District, claiming that the vote was not taken separately by districts. Centralization of schools, they complained, would increase taxes.

Boys Out-Eat Girls, N. Y. Survey Shows

ALBANY, N. Y. — The State Health Department, announcing results of its statewide nutrition survey, reported that teenage boys are better eaters of such staple foods as meat, eggs and milk than girls.

The findings were based on a three-day study of the eating practices of a sample group of tenth grade pupils in New York, Albany, Syracuse, Utica and a group of smaller cities and rural areas.

How many of these 20 basic skills have your pupils mastered?

- ☐ How to Use Parliamentary Procedure
- ☐ How to Understand Social-Studies Reading
- ☐ How to Use an Encyclopedia
- ☐ How to Make an Honest Report
- ☐ How to Use a Dictionary
- ☐ How to Use a Map
- ☐ How to Use an Atlas
- ☐ How to Do Committee Work
- ☐ How to Take Part in a Social-Studies Discussion
- ☐ How to Use the Library Card Catalog
- ☐ How to Use an Index
- ☐ How to Use the World Almanac
- ☐ How to Locate References on a Topic
- ☐ How to Read a Graph
- ☐ How to Read Percentages, Estimates, and Figures
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- ☐ How to Prepare a Good Report
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- ☐ How to Make a Written Report

Now in its 5th printing

SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

SOCIAL-STUDIES SKILLS is the new textbook for pupils that allows teachers to make more efficient use of their time in bringing pupils quickly to a point of competence in the 20 basic social-studies skills.

This humorously illustrated book makes it fun for pupils to learn the skills that will improve their daily social-studies work. Busy teachers are relieved of an endless mass of detailed preparation and instruction. Pupils can even work along on their own, checking one another's work with the *Individual Self-Testing Key*. There are directions, practice materials, tests, and retests on each of the 20 skills.

Use SOCIAL-STUDIES SKILLS, and your school will have a new talking point in the community. You can say with pride that in one class alone your pupils are being taught 20 practical skills that will be useful to them throughout life. You can say it at P.T.A. meetings, before service clubs, and wherever criticism of the school arises. The cost? A classroom set of 30 books, which can be used by a different class each hour, is only $31.50!

Order a copy for each of the social-studies teachers today. They can make good use of their personal copies while a quantity order for the pupils is being considered.

30-day approval—List price $1.75

Net professional price, with key, $1.40

4-29 copies, including keys, $1.23 each, net

30 or more copies, $1.05 net each, keys 8¢ each

INOR PUBLISHING CO. 207 Fourth Ave. New York 3

Dr. Herman E. Hilleboe, Health Commissioner, said the survey showed the average daily protein intake of the boys was eighty-eight grams, while 59 per cent consumed at least eighty-five grams, the amount considered sufficient to meet the accepted standard for an adolescent boy. Only 37 per cent of the girls ate the required amount of protein foods.

The boys also drank considerably more milk and ate more meat, potatoes and bread than the girls, although the latter ate more green and yellow vegetables and citrus fruits.

In New York City considerably more pupils in the academic courses were found to eat the recommended amount of proteins, vegetables and fruits than those in the vocational schools.

Eight Europeans Will Be Stanford Guests for Year

STANFORD, CALIF. — Under a project designed to "foster mutual understanding and friendship and, in a small way, to contribute to eventual world peace," eight outstanding student leaders from seven European countries are guest scholars of Stanford University and its student body.

The Stanford students have contributed funds to finance four scholarships and the university will provide the other four. Campus resident groups have volunteered to house and feed the students, and in some cases to furnish spending money. Transportation and other costs will be covered by the student body. The contingent consists of a Dutch geographer, a political refugee from Bulgaria, two Finns, a Russian DP, a German girl and two lawyers from Austria and France.

Nursery School Teaches English

MISSION, TEXAS — Americanization for toddlers is the goal of a new project under way in this border town, where children of Mexican parentage face a language handicap when they start school. Spanish-speaking youngsters from three to six have been enrolled for a nursery school routine which emphasizes the use of English.

Open to all children, regardless of religious background, the school is sponsored by a local Methodist church. Educators who have observed the school during the year of its existence see it as a possible solution to one of the greatest problems of the Texas-Mexican border.

Grins Between Grinds

TENDER AGE

Thirteen-year-old Bud had been invited to a "girls' choice" school dance. The day after the party, he reported that his girl had met him at the door of the gym, handed him a quarter and told him to go buy his ticket. They hadn't seen each other again all evening.

His flabbergasted father asked him just how the evening had been spent.

"Oh," said Bud, "the girls danced with each other and the boys ran around the track and wrestled and everybody had a swell time."

HE TOOK A LOT

An English cub reporter, frequently reprimanded for relating too many details and warned to be brief, turned in the following:

"A shooting affair occurred last night. Sir Dwight Hopeless, a guest at Lady Penmore's ball, complained of feeling ill, took a highball, his hat, his coat, his departure, no notice of his friends, a taxi, a pistol from his pocket and finally his life. Nice chap. Regrets and all that sort of thing."

SUPPLEMENT TO HISTORY

When Ethan Allen, the Revolutionary hero, was courting the widow Buchanan, he used to take a short cut to her home through the cemetery.

This desecration outraged certain religious neighbors who decided to teach him a lesson, so one night when he vaulted the fence into the cemetery, he landed in a pit six feet deep. From above came a wierd moaning, ending with "Ethan Allen, what are you doing in my grave?"

Unperturbed, Allen looked up at the ghostly figure and asked, "Well, what in thunder are you doing out of it?"

DISCRETION

Phillip Murray, head man of the CIO, tells the following story:

A farmer was driving along the road with his grandson and showing the boy how expert he was with the whip. "Flick that apple off the tree with your whip, Gramp." The farmer did so. "Flick that fly off the horse's head, Gramp." The farmer did so. They came across a wasps' nest on the limb of a tree. "Let's see you take that nest off the tree with your whip, Gramp."

"Nothing doing, son; they're organized."

A BITTER MOOD

A disgruntled schoolteacher submitted her resignation with this comment: "In our public schools today, the teachers are afraid of the principals, the principals are afraid of the superintendent, he is afraid of the board, the board members are afraid of the parents, the parents are afraid of the children, and the children are afraid of nobody!"

THAT DEDUCTIVE METHOD

Our correspondent E. H. writes: "One day while trying to teach one of my deviates the 'ch' sound, I said, 'Isaac, what do you say when you sneeze? Isaac answered, 'Excuse me'."

NOT A STRIKE

Seeing a neighbor's little boy playing in his front yard after school, Mr. Wilson asked him why he was not in kindergarten. "We've been laid off for a couple of days," the youngster replied.

INDUCTION FAILS AGAIN

The teacher described some of the unusual features of animals, like the neck of the giraffe, the trunk of an elephant, a camel's hump. Then she asked, "Tommy, why couldn't a giraffe enter this room?"

"Because he couldn't turn the handle on the door," replied Tommy.

HOPE HE FINDS IT

The first grade teacher gave a new pupil a form to take home for his mother to fill in the date of his birth, parents' names and so on. Early the next morning, he came into the schoolroom crying. When the teacher asked him what was wrong, he sobbed, "I lost my 'scuse for being born."

THE SECRET OUT

Pastor Peterson was very popular because of his short sermons so his congregation was astonished when one Sunday he preached for 45 minutes without stopping. At dinner, his mortified wife asked him what had happened.

"Well," confessed the pastor ruefully, "before I begin preaching, I always slide a cough drop under my tongue. When it melts, I know it's time to stop. This morning, I grabbed a suspender button by mistake."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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